

Program Name: Entertaining Pens

Program Narrative: A non-profit organization for young girls looking to write in an entertainment industry.

1. Program Description & Goals:

a. What will happen, who will participate, where it will happen, and when.

i. The program will be creative writing sessions for high school girls to attend. The organization would attempt to employ local writers who can teach the craft for a semester. It will happen in schools as an after-school program, perhaps one school a semester, but two schools a year. There would be three classes: Novel Writing (Fiction), Screenwriting, and Video Game Writing. These classes would be taught on different days (Monday, Tuesday, and Wednesday, respectively) and in different classrooms but close in proximity. It would be best suited for the spring and fall semesters. This program attempts to uplift young girls in creative mediums that are sometimes male-dominated, especially in the latter classes.

2. Identify key people and collaborating organizations and artists (if applicable), including project manager/director, primary artists, ensembles, artistic resources, etc. Describe their role.

i. The main project manager/director will devise schedules for the craft lectures and identify the scope (or decide how many schools this program will be offered). The main project manager/director will also manage the budget and paychecks for the writers. The assistant project manager/director will also identify who will teach the lectures (as in, which writers will be brought

in). The primary artists will be local writers who perhaps have worked at writer-in-residencies as mentors or at universities as professors of creative writing. The other resources will come from local libraries (or the school library, if applicable): films, games, books, etc. to showcase whatever media the lecture is on. These roles are sparse because the program is small and aims to work in a local area from which the organization is based.

3. Program Impact:

a. Explain why you have decided to do this project. Why is this project important?

i. This project is important because there is a need for more female writers, especially in entertainment mediums. Even within the medium of literature, female characters are poorly represented. This project will address misrepresentation and allow girls to get a head start on their creative writing careers, as this sort of thing is not offered often in smaller towns to young girls. With that said, there is a possibility this program would be offered specifically in smaller towns to reach young girls who do not have this offered to them from their own school's curriculum. Of course, this is also an important program to foster creative talent and empower young girls.

b. Describe the value of the project to the intended audience.

i. The value of this project is in how it furthers the student's dreams of becoming a writer in male-dominated media. Of course, creative writing is a skill that can be applied to any career or discipline, which makes this program helpful for any student, not just those aspiring to become a writer. However, the value of this project is also how it functions as a safe space for young girls who wish to tell their stories in an entertainment medium that may suffer from a poor representation of women or lack support for women writers. Because the skills are transferable to other careers or disciplines, the program may later be expanded to a co-ed program that has specific branches (one being for the empowerment of young girls). As it stands, the program is

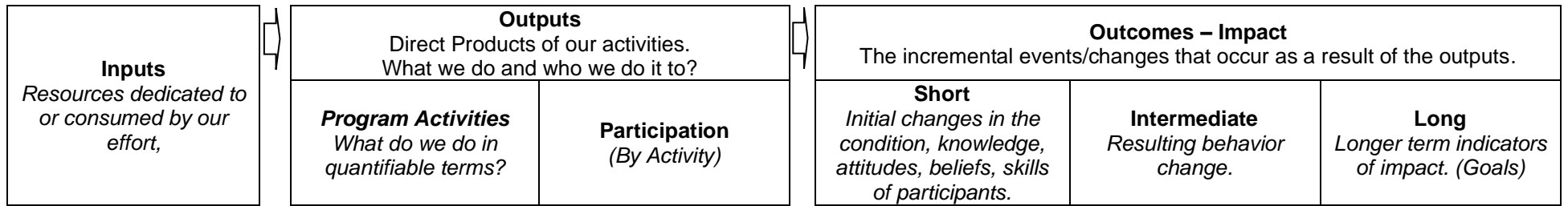
intended to help young girls find their voices in media, like films or television shows and video games, that may exclude them in some way.

c. How you will know that your project was successful?

i. If the students in the class feel that their writing has improved and if they feel able to better approach or appreciate the craft.

The students will employ new writing techniques and learn how to master them throughout their career or time writing. Of course, the students will not be able to master creative writing in a short semester, but they can certainly improve and feel that the craft of writing is not as daunting as before. If the students, perhaps through a survey after the class is over, state that the class helped them become more confident in their writing skills or their creative skills, then this project was successful. If students continue writing and working on the craft, then this project has exceeded its intended goals.

Logic Model



- 3.75 hours of teaching on the teacher's part if they teach all three genres. 1.25 hours of teaching if the teacher leads one class.
- 3 classes a week Monday through Wednesday.
- Monday: Fiction/Novel writing.
Tuesday: Screenwriting.
Wednesday: Video game writing.
- Writing materials like pen, paper, or laptops/public computers in the classroom space.
- Books, films, video games, etc. to showcase in lectures. These can be borrowed from a local library or from the school itself.

- Fiction writing class: prompts, workshops, and short stories or excerpts from novels read aloud.
- Screenwriting class: prompts for scripts, workshops, and film/tv show clips shown on a projector.
- Video game writing class: scenario writing exercises for dialogue/exposition or scenes (similar to scripts in screenwriting), and clips or examples of narrative in video games.

- Students in fiction writing will read aloud their work after having finished a story. In this workshop session, other students will chime in with their thoughts, and the workshop will be guided by the professor.
- Students in screenwriting will read each other's work aloud. Each student will read a character's lines. Afterward, the workshop will commence similarly to the fiction workshop.
- Students in the video game writing class will read their work aloud. The workshop will be similar to the fiction workshop.

- Lectures that guide young writers on the craft and challenge them to think differently about writing.
- Knowledge would consist of new skills, like line editing and employing new literary devices, and the knowledge of classic media.
- Participants would have a better attitude about pouring themselves into a creative activity, which can be vulnerable.
- Students will believe in their ability to create something new.

- Scene writing in all mediums.
- Expository writing in all mediums.
- Giving girls confidence in their writing.
- A space in otherwise male-dominated fields.

- Thinking critically about literature and entertainment.
- How to judge writing well and make good decisions for plots and characters.
- Fostering creativity and confidence in young girls and their interests

Assumptions

I assume that the program will be popular in some areas and not others. For instance, maybe the screenwriting class will be the most popular, and maybe the schools would not like to include video game writing because of controversies surrounding video games.

External Factors

If one of the classes gets cut, there may be a need to split fiction writing off into genres like young adult, literary fiction, or poetry. If one of the teachers is unable to guide the lectures, this could also cause a class to get canceled. Additionally, the schools and parents may not be supportive of screenwriting or video game writing classes. Resources for the video game writing class may be difficult to come by, especially if a console or computer is needed.